

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here: Place date stamp here
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 4:43 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Northside ISD	015915			
Vendor ID #	ESC Region #			
1746015904	20			
Mailing address		City	State	ZIP Code
5900 Evers Road		San Antonio	TX	78238
Primary Contact				
First name	M.I.	Last name	Title	
Kyle		Baker	Coordinator	
Telephone #	Email address		FAX #	
210-397-7595	kyle.baker@nisd.net		210-706-7278	
Secondary Contact				
First name	M.I.	Last name	Title	
Dennis		Alexander	Director Career and Technology	
Telephone #	Email address		FAX #	
210-397-8546	dennis.alexander@nisd.net		210-706-7260	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Brian	T	Woods	Superintendent
Telephone #	Email address		FAX #
210-397-8770	brian.woods@nisd.net		210-706-8772

Signature (blue ink preferred)

Date signed

9/20/2017

Only the legally responsible party may sign this application.

701-17-103-089

Schedule #1—General Information

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor
Program Outline:

Northside Independent School District (NISD) is applying for funding under the 2017-2018 Perkins Reserve Grant in order to provide the students at John Jay High School (Jay) a modern, impactful, and rigorous Career and Technical Education (CTE) program, which can serve to close performance gaps while simultaneously preparing students for post-secondary success. The high costs associated with traditional post-secondary programs create a fiscal barrier that disadvantages students from low socioeconomic backgrounds. Greater than 71% of Jay students are classified as economically disadvantaged, which demonstrates the extreme need for alternative post-secondary programming at this campus. Additionally, rapid growth in the San Antonio metropolitan area has created an extreme need for qualified automotive technicians, with a 20% projected industry growth rate through 2024. This project will provide students with the opportunity to earn industry recognized certifications—as well as college credits—while completing a Texas Education Agency approved high school diploma program. Most importantly, this program is available to students at no cost, which eliminates the economic barriers that traditionally keep such opportunities out of reach for this student group. By deploying a Dual Credit expansion to the campus' Automotive Technology course, this proposed program will serve to provide career readiness as well as collegiate credit. The goals of this program align with the goals of NISD and with the mission of NISD's CTE department, to provide students with the opportunity to learn coherent, rigors content that aligns with challenging academic standards and provides the technical skills necessary for successful careers and college readiness.

Development of Program Budget:

There is currently a similar Automotive Technology course offered to students at Jay. However, the overall enrollment and offered certifications are limited by the antiquated equipment at the campus. For this proposal, NISD met with campus staff, collegiate partners, and industry advisors to determine how best to modernize the existing program. A determination was made to develop a budget that focused on durable equipment that would be sustainable, long lasting, and would add new capacity and educational value. The requested training equipment can be maintained with campus funds and are aligned with the trainers utilized by the campus' collegiate partner, which enables Dual Credit (DC) coursework to be developed. To support this DC programming, and to fulfill the matching requirement of the proposal, NISD is matching 50% of the program's lead teacher's salary. This also ensures that the largest on-going cost for the program is accounted for with sustainable funding.

Alignment of Participant Demographics with Program Goals:

The campuses selected for participation in this program are predominantly Hispanic, predominately economically disadvantaged, and offers the fewest Dual Credit opportunities of all NISD high schools. These factors, based upon state and national statistics, reduce the likelihood of post-secondary success, and creates a significant need for specialized programming that provides support for students' after graduation. This program provides students with the opportunity to earn industry credentials, form relationships with perspective employers, and builds the social capital necessary for upward mobility. Additionally, the Dual Credit offering provides students with a foundation upon which to pursue post-secondary academics. This, in combination with the high-paying jobs that are made available via industry certifications, provides students with the financial means to pursue a degree without debt.

(Continued on next page)

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Needs Assessment Development, Monitoring, and Updating Process: The needs assessment process was developed in collaboration between the Principal of the participating campus; relevant department directors, and other program stakeholders. Student demographics, academic performance, and campus capacity were all considered while determining programmatic needs. Ongoing monitoring of program efficacy will be provided by the District's Grants Project Manager, who will meet with relevant program stakeholders on a monthly basis to evaluate the program's ongoing success. If changes to the program are deemed necessary, the Grant Project Manager and program stakeholders will collaboratively develop an action plan and implementation time table to address the identified needs.

Program Management Plan: NISD has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing, and implementation, NISD relies on the Grants Project Manager to identify, convene and communicate with relevant stakeholders and staff. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), Principal(s) and Evaluation Specialist(s). By involving all stakeholders consistently throughout the life cycle of the grant, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact.

Program Evaluation Strategy: A Grant Program Manager will provide program oversight, in collaboration with all stakeholders. Data will be collected using District purchase orders, campus attendance records, and student and campus academic records to ensure that equipment is being utilized, and that students successfully completing the program.

Fulfillment of Statutory Requirements:

NISD has District and Campus policies in place that are fully compliant with 22.0834 of the Texas Education Code. All aspects of this proposed program are compliant with Texas educational statutes, and the District commits to ensuring that the program continues to comply throughout the life of the project.

Fulfillment of TEA Requirements:

This project aligns with all TEA requirements due to the project design, with focused upon collaboration. NISD worked with industry partners, the local workforce development board, and post-secondary collegiate partners to develop a sustainable and impactful program. An industry advisory group will be formed, as part of this project, to ensure that the program continues to align with the needs of the automotive industry, even after the grant period ends.

Ongoing Commitment:

This proposed program was collaboratively developed with the participating campus, the NISD CTE department, and external partners to ensure buy-in at all levels of implementation. The Grants Project Manager will work with the all stakeholders to address any concerns or challenges and to ensure ongoing commitment to the program goals. This proposed lending program aligns with NISD's mission, the CTE department's mission statement, and the campus growth plan, which ensures District-wide commitment and support for the duration of the program and beyond.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015915	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$28,652	\$	\$	\$28,652
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$67,865	\$	\$67,865	\$
Grand total of budgeted costs (add all entries in each column):			\$96,517	\$	\$67,865	\$28,652

Administrative Cost Calculation

Enter the total grant amount requested:	\$96,517
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$4,826

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator		1	\$	\$28,652
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$28,652
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$28,652
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$28,652

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015915		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$6,070	\$
Grand total:		\$6,070	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015915		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015915

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Automotive Air Conditioning Program - Manual	2	\$10,775	\$21,550	\$
20	Front Suspension, Steering, Brake, Tire program w/power steering	1	\$11,265	\$11,265	\$
21	Two Wheel ABS Trainer	1	\$10,300	\$10,300	\$
22	4 Wheel Disk & Drum Disk Trainer	2	\$6,825	\$13,650	\$
23	Classic Series Parking, Headlight, and Dimmer Trainer	2	\$2,515	\$5,030	\$
24					\$
25					\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$61,795	\$28,652
Grand total:				\$67,865	\$28,652

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2184	71.5%	PEIMS submission SY 2016-17
Limited English proficient (LEP)	192	6.3%	PEIMS submission SY 2016-17
Attendance rate	NA	92.2%	SY 2016-17
Annual dropout rate (Gr 9-12)	NA	2.3%	State annual dropout rate SY 2015-16
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	45.3	24.4%	Texas Academic Performance Report SY 2015-16
6-10 Years Exp.	52.1	28.0%	Texas Academic Performance Report SY 2015-16
11-20 Years Exp.	50.8	27.3%	Texas Academic Performance Report SY 2015-16
20+ Years Exp.	30.8	16.5%	Texas Academic Performance Report SY 2015-16
No degree	5.8	3.1%	Texas Academic Performance Report SY 2015-16
Bachelor's Degree	95.7	51.5%	Texas Academic Performance Report SY 2015-16
Master's Degree	80.4	43.2%	Texas Academic Performance Report SY 2015-16
Doctorate	4.0	2.2%	Texas Academic Performance Report SY 2015-16

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										0	40	30	25	95

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1		1	2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision of the Northside Independent School District (NISD) is to produce students who are principled, knowledgeable individuals who maximize their potential to make positive contributions to society. As a District, NISD believes in equal opportunity for all students, which means providing opportunities for successful, high paying, careers to students at both Title I, and more affluent campuses. As such, NISD considered the factors and opportunities facing students while they are at NISD campuses, as well as after graduation, and prioritized the identified needs based upon the impact that each factor might have on the student's ability to fulfill the District's vision.

NISD is situated on the Northwestern sector of San Antonio, Texas, in Bexar County. NISD has a current enrollment of 105,550 students, 49.6% of which are classified as economically disadvantaged. Per the US Census Bureau, the per-capita income for San Antonio residents is \$28,930. This income level is inadequate to provide upward mobility for many of San Antonio's residents. The MIT Living Wage calculator estimates that a two adult household, with one child, for example, would require an annual salary of \$46,000—far above the expected income of a one-earner household. This economic barrier impacts the ability of parents to seek continuing education for themselves, as well as to provide academic opportunities for their children.

National growth estimates have placed San Antonio as the 6th fastest growing city in the Nation. Within NISD boundaries, this growth is expected to produce between 1,200 and 2,000 additional students per year, through 2050. Along with the surge in new population, comes a surge in vehicles on the road. The average San Antonio resident travels more than 25 miles per day, and the City's public transportation system is not robust enough to provide an effective alternative to personal vehicles. This means that there will be a significant need for qualified automotive technicians to maintain the expected growth in cars and light trucks. Supporting this assertion, is the Workforce Solutions Alamo's projected 19.8% growth figure for Automotive Service Technicians, within the Alamo region.

The mission of the NISD Career & Technical Education department is to provide Northside students with opportunities to learn coherent, rigorous content that is aligned with challenging academic standards and relevant technical knowledge essential for careers and college readiness. Automotive Technology programs share many core elements with mechanical engineering, which is part of why NISD chose to house the Automotive Technology program at John Jay High School (Jay) alongside the John Jay Science and Engineering Academy. This campus offers students with rigorous academics, a technical mindset, and multiple opportunities to earn college credit before graduation. However, due to funding and equipment limitations, John Jay's Automotive Technology program will not be able to support a growth rate to match the growing need in San Antonio, without additional equipment. Current budget allocations do not allow for such an expansion. This leaves mechanically minded students with few opportunities, outside of a college tracked program.

Additionally, the primary focus of the campus' college credit programming comes from AP exams, which do not align with the academic needs of students who are interested in Career and Technical Education (CTE) programs. In 2016-2017, the campus reported only 2 Dual Credit (DC) completions, as opposed to more than 2,600 AP completions. While there are many reasons for this disparity between AP and DC course counts, the end result is a deficit of opportunity for students who are interested in pursuing a skilled trade, rather than an academic degree.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Current and former students, in the vicinity of John Jay high school, lack opportunities for upward mobility.	This program will provide students will the skills necessary to navigate post-secondary educational options, to obtain profession employment, and to build the social capital necessary for upward mobility.
2.	A lack of vocational training, at the secondary level, places a heavy burden on families to pay for post-secondary education, out of pocket. This is not possible for many economically disadvantaged families, which mean that students lack long-term economic opportunities.	This program will provide students with the ability to earn industry credentials, while in high school, as well as earn credit toward a certificate or Associate's Degree program with St. Phillips College—free of cost to the student.
3.	Workforce Solutions Alamo projects a nearly 20% increase in demand for qualified Automotive Technicians by 2025.	The addition of a new Dual Credit course and additional equipment will enable the Jay Automotive Technology program to increase its capacity to meet the growing need for qualified technicians.
4.	The hands on nature of vocational training limits the number of students who can participate in a program, based upon the amount of training equipment available.	This program will have the capacity for as many as 40 students per year to pass through the new Dual Credit course. This additional capacity is provided by additional training stations, as part of the grant proposal.
5.	Dual Credit programming is currently severely under represented at John Jay HS, when compared to AP programming, which disadvantages students on a vocational track.	This program will add one new Dual Credit course, providing an additional pathway for students, who are not on an college track, to earn college credit.

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Schedule #14—Management Plan

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director, Career and Technical Education	The Director of Career and Technical Education will supervise all aspects of this program, and has a Master's in Education. Duties include: Oversight for program equipment, curriculum development, and staffing.
2.	Grant Project Manager	Tracks grant expenditures, ensuring that all funds are allocated to support stated grant activities and collaborates with stakeholders in achieving the program goals and objectives. Professional experience includes program evaluation and program management. Duties include: Program oversight, reporting, and facilitating communication between stakeholders.
3.	Lead Automotive Technology Instructor	Provides direct instruction to students during Dual Credit courses and prepares students to pass the SAE certification exams. Holds current teacher certification and is certified as an instructor with collegiate partner(s) for Dual Credit work. Has a minimum of 15 years experience in the automotive industry.
4.	Automotive Technology Instructor	Provides direct instruction to students during prerequisite courses and prepares students to pass the SAE certification exams. Holds current teacher certification and has 10 years of experience in the automotive industry.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop new Dual Credit Course	1. Develop curriculum	01/08/2018	06/30/2018
		2. Develop equipment/supplies list	01/08/2018	06/30/2018
		3. Recruit students	01/08/2018	06/30/2018
		4.		
		5.		
2.	Modernize and expand training facilities	1. Order new automotive training stations	01/08/2018	02/01/2018
		2. Install equipment	06/11/2018	08/01/2018
		3.		
		4.		
3.	Increase average number of certifications earned, per year	1. Develop certification courses	01/08/2018	08/01/2018
		2. Develop course cross-walks	01/08/2018	08/01/2018
		3. Support students	01/08/2018	08/01/2018
		4.		
		5.		
4.	Develop additional industry connections	1. Develop industry advisory council	01/08/2018	08/01/2018
		2. Schedule regular meetings for ongoing guidance	01/08/2018	08/01/2018
		3.		
		4.		
		5.		
5.		1.		
		2.		
		3.		
		4.		
		5.		

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northside (NISD) has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing and implementation, NISD relies on the Grants Project Manager to identify, convene and communicate with relevant stakeholders and staff. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), and Principal(s). By involving all stakeholders consistently throughout the life cycle of the grant, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact. The diversity of knowledge, experience and expertise represented through the process ensures that all proposals are considered and approved by a variety of interests. The following are grant management protocols that are observed in NISD:

- District and campus leadership commit to targeted goals and objectives prior to grant submission,
- District Evaluation Specialist ensures that all grants have measureable outcomes and creates evaluation timelines to measure project goals,
- Grants Project Manager creates internal timelines that are approved by all relevant stakeholders,
- Deputy Superintendent(s) and Director(s) are assigned to oversee grant and communicate grant importance and relevance to targeted groups throughout the project period,
- Upon award, regular grant management meetings are scheduled to assess grant progress and expenditures,
- Proposed changes are approved by initial stakeholder group to ensure compliance and execution of action.

The culture of NISD compliments this team approach, as senior staff work alongside campus and project staff to contribute to the success of all projects.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing Related Efforts:

NISD has a current Automotive technology program at Jay. While this program does not offer Dual Credit, it does offer students the opportunity to earn SAE certifications, and has an existing transfer agreement with St. Phillips College. This new program will expand the existing program with additional equipment, more offered certifications, and a Dual Credit component.

Coordination of Efforts:

This enables the new program to utilize existing facilities, staff, and to build upon existing partnerships; reducing the money and resources typically required when establishing a new program. The NISD CTE department will oversee the programs to ensure effective coordination occurs.

Ensuring Long-term commitment:

This program as developed collaboratively with input from constituents at the campus, District, and from external partners, with a focus on building long-term stability. All program staff are long-term vested members of the campus community, who are fully committed to their programs and students. The Grants Project Manager will work with the program staff and stakeholders to address any concerns or challenges that arise, to ensure ongoing commitment to the program. This program aligns with the mission of both NISD and the NISD CTE department, which ensures that it will receive long-term ongoing support at all levels.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Automotive Technology course catalog listing for 2018-2019	1.	Instructor certified by collegiate partner
		2.	Course listed in catalog
		3.	Minimum of 12 students are enrolled by August of 2018
2.	Equipment installation	1.	New training equipment purchased
		2.	New equipment received in classroom
		3.	Staff familiarized with equipment's operation
3.	Students enrolled in courses that lead to certifications	1.	Course advertised to students in 2017-2018
		2.	Student enrollment of 55 or greater
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program Level Data Collection – The NISD Grants Project Manager will work with program staff to monitor all program activities, including: staff training, equipment acquisition, the total number of participating students served, course development progress, and facilitate meetings of stakeholders.

- The Project Manager will utilize a variety of internal data sources to ensure compliance with programmatic goals, including:
- NISD enrollment and attendance figures
- NISD purchase orders and receiving logs
- Campus Course listings

Identification of Problems with Program Implementation – The evaluation plan for this program incorporates both qualitative and quantitative data to ensure a comprehensive and balanced record of implementation and impact. Deployment data will be continuously disaggregated to determine any changing needs, at the campus level. Monthly stakeholder meetings will ensure that the Grants Project Manager is able to respond to any programmatic issues as they arise.

Correction of Program Issues – After the identification of an issue with program implementation, the Grants Project Manager will coordinate with relevant program staff and stakeholders to develop and implement an action plan to resolve the identified problem(s).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

When planning for programmatic expansions or changes, NISD takes a number of factors into consideration. Chiefly among these considerations are: community needs, student needs, and campus/District capacity. For this project, NISD contacted our local workforce development center, Workforce Solutions Alamo, to obtain a list of the region's highest demand occupations. Additionally, NISD pulled the list of highest demand occupations at the State level, in order to ensure that offered programming provided maximum flexibility and marketability to students. Automotive Technicians were identified as high need/growth areas at both the state and local levels.

NISD currently offers Automotive Technology programs at seven of its high school campuses. However, the program at John Jay High School had the oldest equipment and was therefore the least able to meet the needs of the employers in our community, as identified by Workforce Solutions Alamo. NISD worked with the Jay program staff to determine what their industry partners had identified as the program's greatest needs/growth areas in order to meet the needs of the local industry. Based upon this feedback, specific training equipment was selected. This equipment aligned with both the needs of employers and with the scope of the existing program at Jay.

John Jay is one of three Title I high school campuses in NISD. Currently, approximately 71% of the student population is identified as economically disadvantaged. For these students, obtaining college degrees often means taking on large debts, due to an inability of their families to afford tuition. Jay offers numerous Advanced Placement (AP) courses to its students, in order to provide an opportunity to earn low-cost college credits during high school. However, AP courses require students to take and pass the AP exam, which students must pay for out of pocket. While such programs are lower in cost than attending college, the testing fees still present a burden for students from low socioeconomic status (SES) backgrounds. Additionally, AP courses tend to be better fits for academically tracked students, which limits their appeal for students on vocational plans. This program includes the creation of a dual credit (DC) program, in partnership with St. Phillips College, that would enable students to earn credits, at no cost, that would transfer to the college, and count toward either an accredited degree or certificate program.

This project additionally addresses a need within NISD's Career and Technical Education (CTE) department. NISD is a high-growth district, with between 1,200 and 2,000 additional students entering NISD classrooms each year. Along with this growth comes a necessity to constantly open new campuses and fund new CTE programs at those campuses. At existing campuses, increased student numbers results in wear-and-tear rates that often exceed initial estimates, resulting in decreased local funding for modernization efforts. At Jay, this has resulted in an inability to obtain training systems for modern braking, front-end suspension, and air-conditioning systems—greatly reducing the marketability of graduates and reducing their ability to obtain SAE certifications in those areas. These modern trainers were specifically requested by the Jay Automotive Technology staff in order to best serve their students and preserve the relevance of the program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

This project has been designed to bridge the high-quality Automotive Technology program, already present at John Jay high school, with the Automotive Technology program offered by St. Phillips College, in San Antonio, Texas. The primary focus for all NISD educational programming, is to deliver a high-quality program that aligns with all requirements set by the Texas Education Agency. The existing program at Jay accomplishes this objective, and provides students with the opportunity to earn select Automotive Service Excellence (ASE) certifications while enrolled in high school. However, the program does not currently offer Dual Credit coursework and the offered ASE certifications are limited by the program's antiquated equipment.

St. Phillips College is part of the Alamo Community Colleges District and provides top-tier technical training for students who are interested in entering the Automotive Technology field. St. Phillips currently offers credit hour equivalency for completed ASE certifications. However, St. Phillips also readily partners with districts across Bexar County, to bring certified Dual Credit opportunities to high school students. Dual Credit offerings, in conjunction with the ASE equivalency credits, expands the number of options for students, as well as potential transfer credits, which ultimately reduces the overall cost of technical certificates and/or Associate's Degrees.

The program that NISD will develop, under this proposal, will expand the existing Jay program to include both additional ASE certification options and Dual Credit coursework. The Dual Credit programming will better align the NISD and St. Phillips curriculums, while providing students with credit hours toward their desired certificate or degree plan. To accomplish this, NISD's Career and Technology Education department will work closely with St. Phillips College to certify a Dual Credit course sequence that fulfills the requirements of St. Phillips' Introduction to Automotive Technology. Additionally, NISD will acquire new, modern, training equipment that better aligns with the modules utilized at St. Phillips. These modules will aid in programmatic alignment as well as expand the number of ASE certifications that are available for students at Jay.

Where possible, NISD will additionally align its curriculum with the needs of local employers. Under this proposal, an Industry Advisory Council (IAC) will be formed. This council will be comprised of members of local employers and will provide input and guidance regarding future program expansions, curriculum updates, and certification needs. The IAC will, additionally, provide real-world work experiences, either through work study programming or through classroom examples, to ensure that student learning remains relevant and impactful.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

	NISD Coursework		St. Phillips College
Semester 1	Principals of Transportation Systems (local credit)		
Semester 2	Automotive Basics (local credit)		
Semester 3	Automotive Technology 1 (Dual Credit)		
Semester 4	Automotive Technology 2 (Dual Credit)	(Automotive Tech 1&2 transfer to AUMT 1305)	AUMT 1305 - Introduction to Automotive Technology
Semester 5			AUMT 1307 - Electrical Systems AUMT 1410 - Automotive Brakes MATH 1333 - Contemporary Mathematics II
Semester 6			AUMT 1419 - Engine Repair AUMT 1316 - Suspension and Steering AUMT 2421 - Automotive Electrical Diagnosis and Repair ENGL 1301 - Composition I
Semester 7			AUMT 1266 - Practicum I or AUMT 2288 - Internship I PHYS 1305 - Introductory Physics I Lecture
Semester 8			AUMT 1345 - Automotive Climate Control Systems AUMT 2313 - Manual Drive Train and Axle AUMT 2317 - Engine Performance Analysis I
Semester 9			AUMT 2434 - Engine Performance Analysis II AUMT 2337 - Automotive Electronics AUMT 2425 - Automotive Trans and Transaxle AUMT 2266 - Practicum II or AUMT 2289 - Internship II - Automotive Technician
			Automotive Technology A.A.S.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

NISD has an existing transfer agreement with St. Phillips College, which will be expended, under this proposal, to include Dual Credit programming. Additionally, the Automotive Technology program at Jay has a working relationship with two local automotive dealerships, IPAC Nissan and Ancira Chrysler Jeep, and a verbal agreement exists with the management teams at several local Brake Check locations. These partners have expressed interest in serving on the Industry Advisory Council and in continuing to provide feedback on the Jay Automotive Technology program.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The decision to expand the existing program at Jay enables this grant to leverage the existing partnerships and relationships that the Jay staff have developed with the campus community. Under this program, the front end alignment and brake system training capabilities of the Jay Automotive Technology program will be expanded. As such, the existing partnership with local Brake Check locations will provide a natural partnership for curriculum development and industry experience opportunities. The service centers at IPAC Nissan and Ancira Chrysler Jeep also provide front end alignment and brake services, which will provide redundancy, or increased depth of knowledge, for programmatic partnership options.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Financial sustainability:

The primary costs of any technical training program are equipment and instructor salaries. The equipment requested under this proposal is durable, with an expected service life that approaches 10 years of regular use. This eliminates the need for ongoing investment for replacement apparatuses. The proposed expansion, under this proposal, will utilize existing staff, eliminating concerns over the long-term sustainability of instructional staffing costs. Financially, this project is stable and well situated for long-term success.

District and staff commitment:

This project was developed in collaboration with the campus staff at John Jay HS, the NISD Career and Technical Education Department, and industry partners. This broad approach ensures buy-in at all levels and provides multiple levels of programmatic support, to ensure that goals continue to be achieved, after the grant period ends. NISD has a long and successful history of developing, implementing, and continuing projects. The same degree of planning and management that has generated that past success will ensure the future success of this project.

Program Management Plan: NISD has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing, and implementation, NISD relies on District Grants Project Manager(s) to identify, convene and communicate with relevant stakeholders and staff. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), Principal(s) and Evaluation Specialist(s). By involving all stakeholders consistently throughout the life cycle of the project, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Following industry recognized certifications may be offered to students who participate in this program:

- **Occupational Safety and Health Standards for General Industry (OSHA 501 and OSHA 511)**
- **Automotive Service Excellence (ASE) Master Automobile Technician** (for modules: Suspension and Steering, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, Engine Performance, Automatic Transmission/Transaxle, Manual Drive Train and Axles)
- **Automotive Service Excellence (ASE) Parts Specialist**

In addition, through the transfer agreement with St. Phillips College, students will earn credits that will reduce the time necessary to earn the following degrees:

- **Automotive Technology, A.A.S.**
- **Automotive Technology - Option II Ford ASSET, A.A.S.**
- **General Motors Automotive Service Educational Program (ASEP), A.A.S.**

And the following certificates:

- **Automotive Heating and Air Conditioning Specialist Certificate**
- **Automotive Performance Specialist Certificate**
- **Automotive Technology Certificate**
- **Brake and Front End Specialist Certificate**
- **Transmission Specialist Certificate**
- **Automotive Specialized Tuning and Enhancement Program, Enhanced Skills Certificate**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

This program is an expansion of an existing CTE course, currently offered at Jay. As such this proposal is fully complimentary of the existing program. This proposal will update the existing equipment, expand the number of certifications offered, and add a Dual Credit offering to the existing program. This will ensure that current, and future, students enrolled in the Automotive Technology course will benefit, even if they opt to not participate in the DC course.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015915

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015915

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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